

## 2004-2005 Consolidated Application for Funding Categorical Aid Programs

### Instructions for Part I

Part I of the Consolidated Application for Funding Categorical Aid Programs, Fiscal Year 2004-2005, collects information related to local educational agencies' (LEAs) intention to participate in 2004-2005 consolidated programs, legal assurances of compliance as required by state and federal statute, and other required program participation information. The Consolidated Application will be submitted electronically. Page 1, which contains the original signatures, must be maintained on file in the district office. Certification of these signatures is included in page 1 of CADS. The Consolidated Application Data System for Part I can be found at the California Department of Education (CDE) Web site at <http://www.cde.ca.gov/fg/fo/ca/>. The installation program is called *cads0405in.exe*.

**Part I is due to the CDE by June 30, 2004.**

#### Page 1: Cover Page and Signatures

**Page 1** declares the agency's intent to apply for 2004-2005 funding of Consolidated Categorical Aid Programs. Information supplied on this page includes the applicant LEA name and county-district (CD) code as listed in the *California Public School Directory* and the contact person identified in the 2003-2004 Part II submission.

**Legal status of agency:** Select one of the following statuses:

<i>School District:</i>	If the LEA is a single school district
<i>County Office of Education:</i>	If the LEA is a county office of education
<i>Direct-Funded Charter:</i>	If the LEA is a charter school or district

**Date of approval by local governing board:** Enter the date of the meeting on which the board of trustees of the LEA reviewed and approved this application. If the board will not approve the application until after the required submission date, the application must be submitted after the board meeting.

**Date of LEA plan approval by the State Board of Education:** This date will be supplied by the CDE.

**Advisory committee signatures:** The signature of the District Advisory Committee (DAC) and District English Learner Advisory Committee (DELAC) chairpersons and the dates are required. The signatures of the current or past DAC and DELAC chairpersons (if new elections have not been held for 2004-2005) indicate that these committee members have read, discussed, and had the opportunity to provide advice on the application being submitted and the applicable legal assurances. If the advisory committee chairperson refuses to sign, then the LEA must click on the Comments button and provide a description of the effort and the dates of the opportunity to advise.

**DAC/DELAC signature requirements:**

**DAC -** If Economic Impact Aid (EIA) funds are allocated to State Compensatory Education (SCE) or alternative programs, the school district must elect a District Advisory Committee (DAC) and obtain the signature of the chairperson. Check the “N/A” box if not applicable. Check the “Committee refused to sign” box if applicable.

**DELAC -** If the district enrolls more than 50 English learners, the school district must establish a District English Learner Advisory Committee (DELAC) and obtain the signature of the chairperson. Check the “N/A” box if not applicable. Check the “Committee refused to sign” box if applicable.

**Signature of authorized representative, title, date:** The signature of the LEA superintendent or designee is required to certify that all applicable state and federal rules and regulations will be observed, that all assurances will be adhered to, and that the use of all funds will be subject to review or audit according to standards and criteria of CDE’s current *Coordinated Compliance Review (CCR) Training Guide* and the *Standards and Procedures for Audits of California K-12 Local Education Agencies*, which is used by certified public accounting (CPA) firms that audit LEAs.

*Note:* Copies of the 2003-2004 Draft Coordinated Compliance Review Training Guide were provided at CCR institutes conducted by the Department of Education in fall of 2003. For information on how to order additional copies, contact the CDE Press at (800) 995-4099.

## Page 2: Participation in 2004-2005 Consolidated Programs

**Page 2** declares that the LEA authorized by the local governing board is applying for specified categorical aid funds.

Select "Yes" in the appropriate box for each categorical program in which the LEA requests participation during 2004-2005.

**Title III Instructions:** All LEAs that qualify for a **direct-funded** limited English proficient (LEP) student program formula subgrant under Title III are asked to accept or decline their grant for the 2004-2005 school year by checking the "Yes" or "No" box. A direct-funded subgrant is defined as a subgrant of \$10,000 or more.

To determine the estimated amount of your LEA's Title III subgrant for LEP students, go to the CDE Title III Web page at <http://www.cde.ca.gov/fg/fo/r12/lep04rfa.asp>.

The "Not Eligible" box is checked in cases where (1) the LEA did not report the enrollment of one or more LEP students on the Spring 2003, R-30 Language Census; or (2) the LEA reported the enrollment of one or more LEP students but the resulting Title III formula subgrant is calculated to be an amount less than \$10,000. Pursuant to Title III statute, these LEAs must apply for Title III funds as a part of a consortium. Consortia applications are not transacted through the Consolidated Application. For more information on consortia applications, please go to the CDE Title III Web page at <http://www.cde.ca.gov/fg/fo/r12/lep04rfa.asp>.

Title III has a separate funding strand for eligible immigrant students. Applications for immigrant education are handled outside of the Consolidated Application process. Additional information is available at the CDE Title III Web page at <http://www.cde.ca.gov/sp/el/t3/immigrant.asp>.

## Page 3: 2004-2005 Title I, Part A, Services for Students in Private Schools

**Page 3** is used by the LEA to identify nonprofit private schools participating in the No Child Left Behind (NCLB) Title I, Part A program. The district of residence is responsible for providing NCLB Title I, Part A services to eligible students who may be attending private schools located outside the district's boundaries. Nonprofit private schools located within a school district's boundary that have an affidavit on file and have six or more students are preprinted on this page. If students from your district's Title I attendance area are attending a private school that is located outside your district's boundaries, that school must be added to this page. LEAs are responsible for contacting the nonprofit private schools, including private schools with **fewer** than six students enrolled.

### General Information

No Child Left Behind, Title I, Part A, Section 1120 requires LEAs to provide supplemental educational services to eligible students attending private schools. These services must be equitable to the services provided for students in public schools. The specific requirements are stated in the legal assurances, under NCLB, Participation of Private Nonprofit School Students (numbers 54 through 60). Additional information is available in the *Guidance Document: Provisions for Private School Students, Teachers and other Education Personnel in No Child Left Behind Act of 2001* found on the CDE Web site at <http://www.cde.ca.gov/sp/ps/cd/index.asp>.

**Consultation:** Title I services for private school students must be developed in consultation with the officials of participating private schools. Consultation occurs before the LEA makes any decisions about the Title I program for students in private schools and must address such issues as those listed below:

- How the LEA will identify the needs of eligible private school children.
- What services the LEA will offer to eligible private school children.
- How and when the LEA will make decisions about the delivery of services.
- How, where, and by whom the LEA will provide services to eligible private school children.
- How the LEA will assess academically the services to private school children in accordance with Section 200.10 of the Title I regulations, and how the LEA will use the results of that assessment to improve Title I services.
- The size and scope of the equitable services that the LEA will provide to eligible private school children and, consistent with Section 200.64 of the Title I regulations, the proportion of its Title I funds that the LEA will allocate for these services and the amount of funds that the LEA reserves from its Title I allocation for the purposes listed in Section 200.77 of the Title I regulations.
- The method or the sources of data that the LEA will use (under Section 200.78 of the Title I regulations) to determine the number of private school children from low-income families residing in participating public school attendance areas, including whether the LEA will extrapolate data if a survey is used.

- What criteria will the LEA use to determine eligibility for services.
- The services the LEA will provide to teachers and families of participating private school children.

**Consultation must also include the activities listed below:**

- Discussion of service delivery mechanisms the LEA will use to provide services.
- Thorough consideration and analysis of the views of the private school officials on whether the LEA should contract with a third-party provider. If the LEA disagrees with the views of the private school officials on that issue, the LEA must provide in writing to those officials the reasons why the LEA has chosen not to use a third-party contractor.

**Documentation:** Local educational agencies must maintain and provide to CDE on request a written affirmation signed by the officials of the participating private schools that the consultation required by NCLB Title I, Part A, Section 1120(b) has occurred.

**Specific instructions for completing page 3 are provided below:**

**N/A Box:** This box will apply only if the LEA contacted the private schools and none of those schools chose to participate in the Title I, Part A, program. The LEA must maintain documentation on file that supports the fact that the district offered the program to private schools, but they declined to participate.

**Columns A and B:** Column A lists the private nonprofit schools located within your district's boundaries. Column B includes the seven-digit school codes for the schools listed in Column A.

If students from your district's Title I attendance area are attending private schools located outside of your district's boundaries, enter school names and school codes in Columns A and B.

**Column C:** Use this column to indicate if the district is providing direct services to students.

**Column D:** Use this column to indicate if the district has entered into an interdistrict agreement with a neighboring district or contracted with a third party to provide Title I, Part A services. In the case of services by a neighboring district, your district will reimburse the other district for the number of your students served by that other district.

**Column E:** Use this column to indicate that the school chose not to participate. For the schools corresponding to this column, the district must have documentation on file to verify that the district contacted the private schools, but the private schools declined services offered by the district. If contacted schools located outside of the district's boundary declined to participate in the district's Title I program, do not add those nonparticipating schools on this page.

## **Page 4: NCLB Certification of Participation of Students Enrolled in Private Nonprofit Schools**

**Page 4** certifies either that there are no private schools in the district or that the private schools listed were contacted and chose to participate in Title II, Part A or D; Title III, Part A; Title IV, Part A; or Title V, Part A .

Nonprofit private schools that have an affidavit on file and have six or more students are listed on this page. Private schools and their respective enrollment counts are preprinted with the district in which the school is located. Local educational agencies are responsible for contacting the private schools that are located within the LEA's attendance area including private schools with fewer than six students enrolled. For private schools that serve children in both elementary and secondary grade spans, the entire enrollment count will appear on the elementary district form or whichever LEA includes the *majority* count of children. No changes or additions to the data provided on this page are allowed. Any funding associated with serving children outside these parameters must be negotiated at the district level.

Records should be kept that include dates of contact, persons contacted, and the results of such contacts with each private school. These records would include both participating private schools and those *not* wishing to participate. The LEA may opt to use a form letter created by the LEA or a similar device to establish this contact. Records must be kept on file at the LEA.

**Check box:** Check this box if there are no private schools in the district attendance area.

### **Columns A through H:**

(This section is to be completed by each LEA.)

Preprinted for your information in Columns A and B are each school's name and seven-digit school code. Preprinted in Column C is each school's October 2003 private school enrollment as submitted on the Private School Affidavit.

In Columns D through H, select each program in which the private school wishes to participate.

**Program contacts:** Specific program questions should be directed to the appropriate person as indicated below:

Title II, Part A—Robert Lee, [rlee@cde.ca.gov](mailto:rlee@cde.ca.gov), (916) 323-5799

Title II, Part D—

Formula Grants: Larry Hiuga, [hiuga@cde.ca.gov](mailto:hiuga@cde.ca.gov), (916) 327-4629

Competitive Grants: Joyce Hinkson, [jhinkson@cde.ca.gov](mailto:jhinkson@cde.ca.gov), (916) 323-2241

Title III, Part A—Dave Dolson, [ddolson@cde.ca.gov](mailto:ddolson@cde.ca.gov), (916) 319-0266

Title IV, Part A—Patty Macias, [pmacias@cde.ca.gov](mailto:pmacias@cde.ca.gov), (916) 319-0198

Title V, Part A—Jerry Cummings, [jcumming@cde.ca.gov](mailto:jcumming@cde.ca.gov), (916) 319-0381

**Note:** Private nonprofit schools are eligible to receive comparable Title II, Part A, professional development services (not funds) of a school district in which they are located. (See Title IX, ESEA, Section 9501-9504.)

## **Pages 5 and 6: 2003 - 2004 NCLB Title I, Part A and EIA/SCE Ranking Decisions - General Information**

**Page 5** is to identify options used in ranking schools to determine eligibility for participation in both Title I, Part A and EIA/SCE programs. The purpose of page 6 is to rank schools for funding or services.

If page 5 is not completed, indicate in the appropriate box why the page is not applicable.

### **Districts Not Required to Determine Eligibility and Rank Schools**

A local educational agency (LEA) with an enrollment of less than 1,000 or with only one school for each grade span is not required to rank its school attendance areas. It will still be necessary to complete page 6 to identify which schools will be funded with NCLB Title I, Part A funds (Column H) and EIA-SCE funds (Column J).

### **Identifying Schools Eligible for NCLB Title I, Part A**

Title I, Part A-funded schools must have high concentrations of children from low-income families. The district must select the poverty measure it will use in making this determination. The following low-income measures are available: the number of children in families receiving assistance under the CalWORKs program; eligibility for free and reduced-price Lunch programs; the most recent census data; the number of children eligible to receive medical assistance under the Medicaid program; or a composite of the above.

The district is to identify as eligible the school attendance areas having the highest concentration of children from low-income families. Compare the percentage of children from low-income families in the school attendance area to the districtwide average of such children and then selecting those schools that are above the districtwide average as eligible for Title I, Part A funding.

If Title I, Part A funds are insufficient to provide services in all eligible attendance areas, the district ranks its attendance areas by their percentage of children from low-income families and funds schools in rank order from highest to lowest.

### **Variations of Pages 5 and 6**

There are four variations of this page for each district. Local educational agencies may choose to develop a ranking procedure that uses a composite of low-income indicators. If this choice is made, **the LEA must include in the comments box a description of the composite, listing its schools in rank order.** For additional information concerning this procedure, refer to the *Handbook for Selecting and Serving Compensatory Education Schools* that is available on request at the Title I Policy Partnerships Office or by e-mail at [pi@cde.ca.gov](mailto:pi@cde.ca.gov).



The data used for the four versions of the pages reflect information submitted by the district to the county in the prior October 2003 Survey of CalWORKS and the free and reduced-price lunch counts.

**Each variation uses one of the following combinations to rank schools:**

- CalWORKs data by districtwide
- CalWORKs data by grade span
- Free and reduced price lunch data by districtwide
- Free and reduced price lunch data by grade span

The district must use the same low-income measure for determining eligibility in Consolidated Application Part I as it does in Consolidated Application Part II when allocating funds for Title I, Part A.

## Page 5: 2004-2005 NCLB Title I, Part A and SCE Ranking Decisions

### Block A: Title I Ranking

#### Box 1: Low-Income Measure Used in Title I Ranking

The five options that the district may use for a poverty measure are described below:

**CalWORKs:** Select this option if the low-income measure used for ranking is the percent of students receiving CalWORKs. Two options of ranking orders (districtwide and grade span) are available on the basis of CalWORKs information.

**Free and reduced price lunches:** Select this option if the low-income measure used for ranking is the percent of students eligible to receive free or reduced-price lunches. Two options of ranking orders (districtwide and grade span) are available on the basis of free or reduced-price lunch counts.

**Poverty count from the most recent census data:** Select this option if the low-income measure used for ranking is the percent of children ages five through seventeen in poverty counted in the most recent census approved by the United States Secretary of Education.

**Eligibility for Medicaid:** Select this option if the low-income measure used for ranking is the percent of children eligible to receive medical assistance under the Medicaid program.

**Composite of above:** Select this option if a composite of two or more of the above measures is used, and provide a description of the composite used in the comment section.

#### Box 2: Ranking Order and Poverty Rate Options (on the basis of the A1 decision)

**Districtwide poverty rate calculation:** If the district decides to rank schools districtwide according to their percent of poverty to determine eligibility, select the Districtwide option.

Lines "a" and "b" reflect data, that are used to calculate the district poverty rate (see Line "c"). Schools at or above the district's poverty rate are eligible for Title I, Part A services, and those funded are reported on page 6. *Note:* Schools above a 75 percent poverty rate must be funded.

**Grade span poverty rate calculations:** If the district chooses to rank schools according to grade span to determine eligibility, select the Grade span option. Also indicate which grade levels each grade span includes in the "Grades" column.

The grade span poverty rate is calculated by dividing the grade span low-income total by the grade span enrollment. Schools at or above the grade span poverty rate are

eligible schools. *Note:* Schools above 75 percent poverty must be served before any school with a lower poverty rate *regardless of grade span*.

If any school-level data have changed (additions, deletions, enrollment, CalWORKs, or free and reduced-price lunch data, etc.) and the district has altered data, the poverty rate will be automatically recalculated in Box 2 for whichever ranking order is used (i.e., districtwide or grade span). The district must maintain on file the new data that led to the change.

*Note:* If the district chooses to create a composite ranking, a poverty rate must be calculated and completed for the ranking option. A description must be included in the comment section for this page.

### **Box 3: Ranking Exceptions**

**Flexibility in ranking and selecting Title I attendance areas:** School attendance areas at or above the district's poverty rate are eligible for Title I, Part A services. In certain circumstances, the district may take advantage of special opportunities for extra flexibility. Refer to the NCLB Title I, Part A, Section 1113 for additional information.

- a. Thirty-five percent low-income.** A district may designate as eligible any school attendance area in which at least 35 percent of the students are from low-income families. When using this rule, schools must be served in rank order, and the allocation for a low-income student must be of sufficient size to provide a reasonable expectation of success.
- b. Public school poverty rate above district poverty rate.** A district may designate a school that serves an ineligible school attendance area as an eligible school if the proportion of children enrolled in that school from low-income families is equal to the proportion of children from low-income families in an eligible school attendance area. A continuation high school could be served under this exception, as could a magnet school.
- c. Skipping an eligible school.** A district may skip eligible school attendance areas that have higher proportions of children from low-income families if the children in those attendance areas are receiving, from nonfederal funds, services of the same type at a funding level that is equal to that which would have been received from Title I, Part A funds. For example, a school served by EIA/SCE funds could be skipped if the SCE funds were equal to the allocation that would have been made under Title I. If a "skipped" school is served by any state or local program other than EIA/SCE, please click on the comments box and describe these services.
- d. Desegregation waiver or eligibility waiver.** If a district is operating a state or court-ordered desegregation program, the district may request a waiver from the U.S. Department of Education to allow the district to serve as eligible schools at or above 25 percent poverty. For more information on waiver procedures see Appendix A of

the *Handbook for Selecting and Serving Compensatory Education Schools*. Note: Contact the Title I Policy and Partnerships Office at (916) 319-0854 for further information regarding either of these two waivers.

- e. **Grandfather provision.** No Child Left Behind allows for an additional year of funding for schools that were funded last year but no longer rank high enough in the current school year to receive Title I, Part A funds.
- f. **Feeder pattern.** The LEA may project the number of low-income children in a middle school or high school on the basis of average poverty rate of the elementary school attendance areas that feed into that school. If this exception is used, please click on the comments box and describe the calculations.

### **Block B: EIA/SCE Ranking**

This section is used to indicate whether the district is using EIA funds for SCE programs and the ranking technique used. The three alternatives are listed below:

**No EIA funds used for SCE program:** Select this option if the district does not receive EIA funds or all EIA funds are used to provide services to English learners (also known as LEP students).

**EIA/SCE ranked by using Title I, Part A method:** Select this option if schools are ranked for State Compensatory Education funding according to NCLB, Title I, Part A guidelines.

**EIA/SCE ranked by using EIA/SCE method:** Select this option if schools are ranked according to EIA/SCE guidelines (California Code of Regulations, Title 5, sections 4410 through 4413). If this option is selected, click on the comments box and describe the criteria. Refer to the *Handbook for Selecting and Serving Compensatory Education Schools* for additional information.

## **Page 6: Title I and SCE Ranking of Schools**

**Low-income measure:** This measure is the low-income measure selected on page 5, Box A.1.

**Ranking order:** This ranking corresponds to the district's selection on page 5, Box A.2.

**Poverty rate:** This information is determined by the low-income measure and ranking order option selected by the district.

### **Column A: Name, grade levels, and school code**

The name of the school, its grade levels, and school code are listed in this column. If there are errors or omissions in this listing, make appropriate corrections or additions.

### **Column B: Grade span group**

The number **1**, **2**, or **3** in this column identifies the grade span group for each school. These numbers have been assigned on the basis of the information in the district's CalWORKs report and are intended as a reasonable way of dividing the schools into grade span groups. To alter these groupings, make the appropriate changes to column B and to the grade span section on page 5.

### **Column C: Student enrollment in attendance area**

These numbers are taken from the district's CalWORKs report. Included are the numbers of children enrolled in each school plus the number in each school's attendance area that are not enrolled in public schools (e.g., students enrolled in private schools, dropouts, etc.).

*Note:* If the district's CalWORKs report was completed according to instructions, all appropriate adjustments have been made to enrollment and CalWORKs numbers for continuation schools, magnet schools, and special education programs and to accommodate intradistrict transfers.

### **Columns D and E: Low-income measure (number/percent)**

The number of children from low-income families printed in Column D is determined on the basis of the low-income measure selected on page 5. Column E is the percent of children from low-income families. If the district is using a low-income measure other than what is provided (e.g., a composite), it must apply the same poverty measure to its entire school attendance area and also revise page 5, Box 2.

### **Column F: Title I Rank**

Each school in the district is given a rank on the basis of the percent of low-income students in Column E. The school with the highest poverty rate is given the rank 1, the next highest rank 2, and so forth.

*Note:* Each school with parentheses around its ranking number is eligible for Title I services because the school is at, or above the district's or grade span's poverty rate.

Schools that have brackets around their ranking number are eligible because they are above 35 percent, though not above the district's or grade span's poverty rate (see exception "a" on page 4).

*Note:* Schools with no parentheses or brackets around their ranking number should be considered *ineligible* for Title I, Part A services.

### **Column G: Ranking exceptions**

If a school is not eligible because it is below the district's poverty rate, an exception must be used if the district wishes to make the school eligible. Explanations of the six possible Title I ranking exceptions was provided on page 5 previously. One of these ranking exceptions must be used for each school that the district wishes to serve that is below the district's poverty rate. In Column G, enter the appropriate letter of the ranking exception (page 5, Section A, Box 3).

### **Column H: NCLB, Title I**

Identify the schools that will receive Title I, Part A funds in Column H. In general, except for the six ranking exceptions, a school may receive Title I, Part A funding *only* if it is at or above either the districtwide poverty rate or the grade span poverty rate.

*Note:* Although any eligible school may be funded as long as it is served in rank order, the district may elect not to serve eligible schools if it determines that there are insufficient Title I, Part A funds to provide a program that would have a reasonable chance of success. When this cutoff point is determined, no schools below the cutoff may be funded.

### **Column I: EIA and SCE Rank**

If the district indicated in Section B on page 5 that an EIA/SCE ranking method is being used, this column must identify the rank of each school by using the EIA/SCE method. Use Column I *only* if SCE-funded schools are ranked according to EIA/SCE rules. Use one of the EIA/SCE ranking options explained in the *Handbook for Selecting and Serving Compensatory Education Schools*.

*Note:* If SCE-funded schools have been ranked by using state SCE ranking provisions, schools must meet one of the following criteria to be eligible to receive SCE funds:

- a. On a numerical or percentage basis (or a combination of such bases), the concentration of pupils in need is as high or higher than the districtwide average. If a combination of the numerical and percentage bases is used, the number of schools considered eligible for assistance under this section may exceed the number of such schools that could be so designated if only one such method had been used.
- b. At least 25 percent of the students are limited- or non-English speaking.
- c. At least 25 percent of the students are from low-income families.
- d. At least 50 percent of the students are educationally disadvantaged (*CCR*, Title 5, Section 4410).

**Column J: EIA/SCE-Funded**

Identify the schools that will receive EIA/SCE funds in Column J. Each school to be funded must be eligible to be served under either the Title I, Part A ranking method or under the EIA/SCE ranking method described for Column I.

**Resource Materials**

Before beginning to rank schools, a review of the following materials is advised:

- *Handbook for Selecting and Serving Compensatory Education Schools (IASA, Title I, Part A and EIA/SCE)*. The handbook contains summaries, descriptions, and examples of the rules and options available to school districts to determine school eligibility and allocate funds for compensatory education (both Title I, Part A and EIA/SCE).
- No Child Left Behind Title I, Part A, Section 1113.
- *California Code of Regulations*, Title 5, chapters 4, 5, 6, and 7.
- Guidance from the U.S. Department of Education at <http://www.ed.gov/policy/elsec/guid/edpicks.jhtml?src=ln> in the document titled *Guidance on Identifying Eligible Title I Schools and Attendance Areas*.

## **Page 7: 2004-2005 Rural Education Achievement Program (REAP) Alternative Uses of Funds Authority**

**Page 7** is used to report the LEA use of flexibility provisions by combining certain federal formula grant funds to address more effectively the academic needs of students.

This portion of the rural initiative applies *only* to those eligible districts that are federally designated as rural districts meeting the eligibility requirement of average daily attendance (a.d.a.) of less than 600 students or the schools served by the LEA has a population density of fewer than 10 persons per square mile; and all schools served by the LEA have a locale code of 7 or 8, unless a waiver for the locale code requirement is granted. The locale codes of schools are assigned by the U.S. Department's National Center for Education Statistics (NCES).

**Line 1 – Title II, Part A:** Enter the amount of funds available to the LEA for the 2003-2004 Title II, Part A (Improving Teacher Quality State Grants Program). At a minimum, this amount should include the 2003-2004 entitlement and the carryover. This figure can be found in last year's 2003-2004 Consolidated Application.

In the second box, enter the amount of Title II, Part A funds that were used for the purposes of Title I, Part A (Educationally Disadvantaged Children).

The third box does not apply.

In the fourth box, enter the amount of Title II, Part A funds that were used for the purposes of Title II, Part D (Enhancing Education Through Technology).

In the fifth box, enter the amount of Title II, Part A funds that were used for the purposes of Title III (Language Instruction for Limited English Proficient and Immigrant Students).

In the sixth box, enter the amount of Title II, Part A funds that were used for the purposes of Title IV, Part A (Safe and Drug-Free Schools and Communities).

In the seventh box, enter the amount of Title II, Part A funds that were used for the purposes of Title IV, Part B (21st Century Community Learning Centers).

In the eighth box, enter the amount of Title II, Part A funds that were used for the purposes of Title V, Part A (Innovative Programs).

In the ninth box, enter the amount of funds that remained in Title II, Part A and were intended to be used for the purposes of Title II, Part A (Teacher and Principal Training and Recruiting).

**Line 2- Title II, Part D:** Enter the amount of funds available to the LEA for the 2003-2004 Title II, Part D (Enhancing Education Through Technology). At a minimum, this



amount should include the 2003-2004 entitlement and the carryover. This figure can be found in last year's 2003-2004 Consolidated Application.

In the second box, enter the amount of Title II, Part D funds that were used for the purposes of Title I, Part A (Educationally Disadvantaged Children).

In the third box, enter the amount of Title II, Part D funds that were used for the purposes of Title II, Part A (Teacher and Principal Training and Recruiting).

The fourth box does not apply.

In the fifth box, enter the amount of Title II, Part D funds that were used for the purposes of Title III, Part A (Language Instruction for Limited English Proficient and Immigrant Students).

In the sixth box, enter the amount of Title II, Part D funds that were used for the purposes of Title IV, Part A (Safe and Drug-Free Schools and Communities).

In the seventh box, enter the amount of Title II, Part D funds that were used for the purposes of Title IV, Part B (21st Century Community Learning Centers).

In the eighth box, enter the amount of Title II, Part D funds that were used for the purposes of Title V, Part A (Innovative Programs).

In the ninth box, enter the amount of funds that remained in Title II, Part D and were intended to be used for the purposes of Title II, Part D (Enhancing Education Through Technology).

**Line 3-Title IV, Part A:** Enter the amount of funds available to the LEA for the 2003-2004 Title IV, Part A (Safe and Drug-Free Schools and Communities). At a minimum, this amount should include the 2003-2004 entitlement and the carryover. This figure can be found in last year's 2003-2004 Consolidated Application.

In the second box, enter the amount of Title IV, Part A funds that were used for the purposes of Title I, Part A (Educationally Disadvantaged Children).

In the third box, enter the amount of Title IV, Part A funds that were used for the purposes of Title II, Part A (Teacher and Principal Training and Recruiting).

In the fourth box, enter the amount of Title IV, Part A funds that were used for the purposes of Title II, Part D (Enhancing Education Through Technology).

In the fifth box, enter the amount of Title IV, Part A funds that were used for the purposes of Title III (Language Instruction for Limited English Proficient and Immigrant Students).

The sixth box does not apply.

In the seventh box, enter the amount of Title IV, Part A funds that were used for the purposes of Title IV, Part B (21st Century Community Learning Centers).

In the eighth box, enter the amount of Title IV, Part A funds that were used for the purposes of Title V, Part A (Innovative Programs).

In the ninth box, enter the amount of funds that remained in Title IV, Part A and were intended to be used for the purposes of Title IV, Part A (Safe and Drug-Free Schools and Communities).

**Line 4-Title V, Part A:** Enter the amount of funds available to the LEA for the 2003-2004 Title V, Part A (Innovative Programs). At a minimum, this amount should include the 2003-2004 entitlement and the carryover. This figure can be found in last year's 2002-2004 Consolidated Application.

In the second box, enter the amount of Title V, Part A funds that were used for the purposes of Title I, Part A (Educationally Disadvantaged Children).

In the third box, enter the amount of Title V, Part A funds that were used for the purposes of Title II, Part A (Teacher and Principal Training and Recruiting).

In the fourth box enter the amount of Title V, Part A funds that were used for the purposes of Title II, Part D (Enhancing Education Through Technology).

In the fifth box, enter the amount of Title V, Part A funds that were used for the purposes of Title III (Language Instruction for Limited English Proficient and Immigrant Students).

In the sixth box, enter the amount of Title V, Part A funds that were used for the purposes of Title IV, Part A (Safe and Drug-Free Schools and Communities).

In the seventh box, enter the amount of Title V, Part A funds that were used for the purposes of Title IV, Part B (21st Century Community and Learning Centers).

The eighth box does not apply.

In the ninth box, enter the amount of funds that remained in Title V, Part A and were intended to be used for the purposes of Title V, Part A (Innovative Programs).

**Page 8: 2003-2004 Title V, Part A Innovative Program Strategies Data by  
Program Activity**

**Page 8** is no longer required. The U.S. Department of Education has recently changed the data needed for Title V, Part A. A revised page for Title V will be included in the Consolidated Application, Part II. This page has not been removed to avoid the necessity of overhauling the entire system, which would delay the release of the Consolidated Application.

## Page 9: 2003-2004 Gun-Free Schools Act Report

**Page 9** is used for the school district and county office of education to report for the 2003-2004 school year, under provisions of the Federal Gun-Free School Act (GFSA) of 1994 and California *Education Code*, expulsion information on students who were found to have brought a firearm to school or who have possessed a firearm at school. *It is imperative that the expulsion data be reported accurately and consistently.* The information will be compiled by the CDE and included in an annual report that is required to be sent to the U.S. Department of Education concerning implementation of the Act's requirements (Part A, Subpart 3 of the Title IV of the No Child Left Behind Act of 2001; Reauthorization of the Elementary and Secondary Education Act).

**Background:** The GFSA and the California *Education Code* Section 48916 require LEAs to expel a student from school for a period of not less than one calendar year who is determined to have brought a weapon (firearm) to school or to have possessed a firearm at school and allow each LEA's chief administering officer to modify the one-year expulsion requirement on a case-by-case basis. *The "chief administering officer" of each LEA is not defined by GFSA and may mean either the superintendent or the school board. In California the chief administering officer of the LEA is the superintendent acting under the direction of the governing board, so the superintendent is responsible for carrying out the decision to modify expulsion terms (shorten length, suspend enforcement, or not expel).* The GFSA also states that nothing in the Act shall be construed to prevent a state from allowing a local educational agency that has expelled a student from such student's regular school setting from providing educational services to that student in an alternative setting. California *Education Code* Section 48916.1 requires districts to ensure that an education program is provided to the student who is subject to the expulsion order for the period of the expulsion. The provisions of the GFSA do not apply to a firearm that is lawfully stored inside a locked vehicle on school property or if the firearm is for activities approved and authorized by the local educational agency and the local educational agency adopts appropriate safeguards to ensure student safety.

Consistent with provisions of the GFSA and California *Education Code* (including sections 48915, 48916, 48916.1, and 48902), the CDE has established legal assurances in the Consolidated Application, Part I that require the local educational agency to certify its adherence to the following:

- ◆ The LEA's board of trustees has a policy in compliance with state law requiring LEAs to expel from school for a period of not less than one year a student who is determined to have brought a firearm to school or to have possessed a firearm at school.
- ◆ The LEA will submit on a format designated by the state education agency the information that the state requires to complete federal reporting requirements on the number of students annually expelled from school for possession of firearms.

- ◆ The LEA has adopted a policy requiring referral to the criminal justice or juvenile delinquency system of any student who brings a firearm or weapon to school.

**Note: For the LEA to be eligible to receive any ESEA funds, it must adhere to these legal assurances.**

The CDE is required to report to the U.S. Department of Education (USDE) about the LEA's compliance with requirements in the GFSA. The information requested by the USDE includes the names and addresses of each LEA that has not provided legal assurances, as described above, and responses on firearms expulsions that are required in Items A through H on the GFSA report.

### **General Directions**

1. The time period covered by this report is the 2003-2004 school year. Include only students who have been officially expelled for bringing a firearm to school or for possessing a firearm at school by a vote of the school board during the 2003-2004 school year.
2. The *entire report form must be completed as applicable*. If no firearm-related expulsions have occurred, complete only the top portion of the reporting form through Item A. Continue completing the report if there are expulsions to report for students who were found to have brought a firearm to school or to have possessed a firearm at school. For each expulsion to be reported, complete Items B through H.
  - ◆ The CDE advises the LEA to retain a copy of the completed form for reference if there are any follow-up inquiries regarding any of the responses. Title 34, Code of Federal Regulations, Section 80.42, requires supporting documents, statistical records, and other records that are reasonably considered as pertinent to program regulations to be maintained for three years.
  - ◆ Any questions that may arise about completing any part of the form should be directed to the Safe and Healthy Kids Program Office, California Department of Education, (916) 323-1025.
3. Item E requires that a box be checked for the type of firearm for which the student has been expelled. If the box for "Other" type of firearm has been checked, please specify the type of firearm. Please note, however, BB guns, pellet guns, stun guns, imitation or simulated guns, cap guns, paint ball guns, antique firearms or replicas of antique firearms, gun clips, ammunition, and Class-C common fireworks are not considered to be "Other" firearms under the GFSA requirement (*Source*: Federal Bureau of Alcohol, Tobacco, and Firearms). Therefore, do not include expulsions for them on the GFSA Reporting Form.

Definitions (Applicable to Item E):

**Other firearms include:** firearms other than handguns, rifles, or shotguns. According to *United States Code*, Title 18, Section 921, the following items are included in the definition:

- ◆ Any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive
- ◆ Any frame or receiver of any weapon described above
- ◆ Any firearm muffler or firearm silencer
- ◆ Any destructive device, which includes
  - (a) any explosive, incendiary, or poison gas
    - (1) bomb
    - (2) grenade
    - (3) rocket having a propellant charge of more than four ounces
    - (4) missile having an explosive or incendiary charge of more than one-quarter ounce
    - (5) mine
    - (6) similar device
  - (b) any weapon which will, or which may be readily converted to, expel a projectile by the action of an explosive or other propellant, and which has any barrel with a bore of more than one-half inch in diameter.
  - (c) any combination or parts either designed to or intended for use in converting any device into any destructive device described in the two immediately preceding examples, and from which a destructive device may be readily assembled.

*Please note: California Education Code Section 48915(c)(5) requires the principal or superintendent to recommend expulsions for students who possess explosives at school or at a school activity off school grounds. The GFSA provisions require a one-year expulsion for students who bring destructive devices to school, including explosives, as included in the firearm definition in the United States Code, Title 18, Section 921(a)(4).*

#### **4. Students with disabilities as defined in Section 602 (a)(1) of the Individuals with Disabilities Education Act (IDEA):**

The GFSA explicitly states that the act must be construed in a manner consistent with the IDEA. Compliance with the GFSA can be achieved as long as the discipline of such students is determined on a case-by-case basis; the GFSA permits a school district to modify the expulsion requirement on a case-by-case basis. If a student with a disability brings a firearm to school, he or she may be removed from school for ten school days or less and, in accordance with state law, placed in an interim alternative educational setting that is determined by the student's individualized education program team, for up to 45 calendar days.

If the student's parents initiate due process proceedings under the IDEA, the student must remain in that interim alternative educational setting during authorized review proceedings, unless the parents and school district can agree on a different placement. Before an expulsion can occur, the IDEA requires a determination by a group of persons knowledgeable about the student on whether the bringing of a firearm to school manifested from the student's disability.

A student with a disability may be expelled only if this group of persons determines that the bringing of a firearm to school was *not* a manifestation of the student's disability, and the school follows applicable IDEA procedural safeguards before the expulsion occurs. Under IDEA, students with disabilities who are expelled in accordance with the conditions must continue to receive educational services during the expulsion period. Under Section 602(a)(1) of the IDEA, the term "children with disabilities" is defined as children:

- (i) **with mental retardation, hearing impairments including deafness, speech or language impairments, visual impairments, including blindness, serious emotional disturbance, orthopedic impairments, autism, traumatic brain injury, other health impairments, or specific learning disabilities; and**
- (ii) who, by reason thereof, need special education and related services.

## **Page 10: Neglected or Delinquent Program**

**Page 10** is used to fulfill the Public Law 107-110 (Section 1501[6][b]) requirement that the state educational agency (SEA) is to collect data on neglected or delinquent ("N" or "D") students and youths served by compensatory education programs and to submit that information annually to the Secretary of Education. The local educational agency (LEA) has the responsibility to collect and aggregate data from *all* sites providing services to neglected or delinquent students and to report that data by the due date to the SEA.

### **Section A: Neglected**

#### **1. Number of Sites**

Enter the total number of sites serving neglected youths. Where both neglected and delinquent students are served at the same site, count this as either an N site or a D site on the basis of how the site is funded. Please note that sites with both N and D students are given one designation on the basis of the classification that has the greatest number of youths in the facility. The site from that point on should maintain the same designation.

#### **2. Enrollment by Grade Level**

Enter the count by grade level for all students who received Title I, Part A (neglected) services during the 2003-2004 fiscal year. Students who entered the program more than once during the fiscal year should be counted each time they entered the program.

### **Section B: Delinquent**

#### **1. Number of Sites**

Enter the total number of sites serving delinquent youths. Where both neglected and delinquent students are served at the same site, count this as either an N site or a D site on the basis of how the site is funded. Please note that sites with both N and D students are given one designation on the basis of the classification that has the greatest number of youths in the facility. The site from that point on should maintain the same designation.

#### **2. Enrollment**

Enter the total count for all students who received Title I, Part D (Delinquent) services during the 2003-2004 fiscal year. Students who entered the program more than once during the fiscal year should be counted each time they entered the program.

#### **3. Type of Service**

Enter the number of students enrolled in a Title I, Part D (Delinquent) Program who received instructional services or support services by category during the 2003-2004 fiscal year.



## **Pages 11 and 12: 2003-2004 School Reporting Form for Title I, Part A**

**Pages 11 and 12** request information in response to Public Law 107-110 (Section 1501); the CDE has developed this form to collect data on students served by compensatory education programs and to submit that information annually to the U.S. Secretary of Education.

To provide the most accurate total of students served, information collected is for the numbers of students served in each of the identified categories during the 2003-2004 program year.

This form is to be completed for **each public and private school** that received NCLB, Title I, Part A funding during the 2003-2004 school year. Information must be reported for those students who received Title I, Part A services during 2003-2004. The local educational agency has the responsibility for reporting all information for all schools by the due date.

### **A. 2003-2004 Title I school type:**

Check the appropriate box indicating whether the school was a schoolwide program school (SWP) or a targeted assistance school (TAS):

**Schoolwide Program School.** As provided under NCLB Section 1114, this is a school that operates a program to upgrade the entire instructional program for all children.

**Targeted Assistance School.** This is a school that provides Title I services, as provided under NCLB, Section 1115, only to those students determined to be at greatest risk of failing or having failed to meet state standards.

### **B. Is the status a change from 2002-2003?:**

If the school type is a change from 2002-2003, check the "Yes" box. For example, the school was TAS in 2002-2003 but became SWP for the 2003-2004 school year. If there was no change in the school's status from the previous school year, check the "No" box. For example, the school was TAS (or SWP) both in 2002-2003 and 2003-2004.

### **C. Local board approval of change in status:**

If a school that was SWP during the 2002-2003 school year became TAS for the 2003-2004 school year, check the "Yes" box if the local school board approved the TAS status before the beginning of the 2003-2004 school year. Check the "No" box if the local school board did not approve the TAS status before the beginning of the 2003-2004 school year. The not applicable (NA) box will be automatically checked if the "No" box was checked in Section B.

### **D. The 2003-2004 Title I allocation:**

Enter the amount of Title I funds allocated to the school during 2003-2004.

**E. Program participants by gender:**

Enter the unduplicated count of program participants by gender for all students who received Title I, Part A services during 2003-2004. (If reporting for a schoolwide program, include all the students enrolled in the school.)

**F. Program participants by grade:**

Enter the unduplicated count of **total program participants** by grade for all students who received Title I, Part A services during 2003-2004. (If reporting for a schoolwide program, include all the students enrolled in the school.)

Enter the total number of English learners (**EL participants**) who received Title I, Part A services during 2003-2004. (This number would be a subset of the **total participants**.)

**G. Migrant participants:**

Enter the total number of migrant students with certificates of eligibility who received Title I, Part A services during 2003-2004.

**H. Students with disabilities:**

Enter the total number of disabled students with individualized education plans (IEPs) who received Title I, Part A services during 2003-2004.

**I. Homeless participants:**

Enter the total number of homeless students who received Title I, Part A services during 2003-2004. Homeless students are defined as persons who lack a fixed, regular, and adequate night-time residence.

**J. Racial or ethnic group:**

Enter by racial or ethnic group the number of students who received Title I, Part A services during 2003-2004. (If reporting for a schoolwide program, include all students enrolled in the school.)

**K. Type of service:**

**For a TAS and nonpublic school only (no response required for SWP schools).**

Enter by instructional and support service areas the number of students who participated in Title I, Part A services by the end of 2003-2004. Students may be reported in more than one category.

**Supporting guidance and advocacy (*supporting guidance* is to include social work)**

***Social work* is defined as the coordination of activities with parents, other family members, teachers, service agencies, and others designated to ensure that migrant children and families receive the full range of services available to them. Activities include the following linkages:**

- School-home linkage

- Regular education program linkage
- Social service linkage
- Interstate linkages

**L. School-level staff:**

**For a TAS School only**, enter the full time equivalent of school-level staff who were paid with Title I, Part A funds during 2003-2004. (Note: No response is required for SWP schools.)

Carry the figures to two decimal places (e.g., enter “.25” for quarter-time personnel).

**Support services.** Those staff not already specified and counted in other staff categories who were involved in providing the services are listed in the support services section of the performance report, such as bus drivers providing pupil transportation, nutritionists and cafeteria workers providing nutrition services, a nurse providing health services, or a counselor providing guidance counseling.

**M. Year of program improvement (PI) in 2003-2004:**

If a school was in PI in 2003-2004, this box will automatically be filled with the NCLB year the school is in (e.g., “Year 1,” “Year 2,” “Year 3,” or “Year 4,”).

Under the NCLB Act of 2001, parents whose children attend a PI school have the right to transfer their child, with paid transportation, to a school that is not PI. In PI Year 2 schools and above, parents have the option to have their child receive supplemental educational services. *Supplemental educational services* are tutoring or other supplemental academic enrichment activities beyond the regular school day.

1. Enter the number of students at the school who transferred to and attended, for any portion of the school year, another public school that was not PI, within the district or in another district, under the NCLB school choice provisions.
2. For a PI school in Year 2 and above (as identified above in “M. Year of program improvement [PI] in 2003-2004”), also enter the number of students who received supplemental educational services.

## Page 13: Instructions for Uniform Management Information and Reporting System Data Page

Section 4112(c)(3) of Title IV of the federal No Child Left Behind Act (NCLB) requires that a Uniform Management Information and Reporting System (UMIRS) be established such that each school site will collect and publicly report data on suspensions, expulsions, and truancies. In addition, Title IX of NCLB requires that any schools that are “persistently dangerous” be identified. These requirements apply to all schools, including charter schools and county office programs. This page of the Consolidated Application was designed, in collaboration with an advisory group of LEA pupil services administrators, to enable data to be collected for these requirements as easily as possible.

**Note to LEAs that do not accept Title IV funds or that use the Rural Education Achievement Program flexibility for 100 percent of Title IV funds:** In this situation, most of page 13 need not be completed. All that is required is that the number of expulsions taken under *Education Code* sections 48900.3; 48915(a)(1); 48915(a)(4); 48915(a)(5); 48915(c)(1); 48915(c)(2); 48915(c)(3); 48915(c)(4); and 48915(c)(5) be reported. Reporting expulsions taken under those code sections is required for all schools, including charter schools, because of federal law and State Board of Education policy regarding “persistently dangerous schools” (see below). These code sections are identified by the acronym “PDS” in the “master education code list” in the data entry screen for page 13. Note also that “-999” is loaded into Code Section 48915(c)(1). The “-999” is a part of an error check procedure; be sure to replace it with the correct number.

### Procedures

Assemble, for each school with a separate County District School code in the LEA, statistics about suspensions and expulsions for the current fiscal year, including the summer session.

1. The annual number of suspension and expulsion actions is needed separately for each section of the *Education Code*. For each suspension or expulsion, report **only one** code section describing the most severe offense. If a Section 48915 offense is one of the code sections cited, the Section 48915 offense **must** be reported. The final totals will exactly equal the number of suspensions or expulsions in the year. (Guidance about selection of the most severe offense is provided below.) When a student is expelled, also report the suspension that preceded the expulsion. This method of reporting will result in a double count of one incident - but will be easier for most LEAs than trying to identify and delete the suspensions that are associated with expulsions. The CDE suggests that LEAs may wish to footnote any public reports to explain this double counting.
2. All expulsions must be reported, including those that are suspended, modified, or stipulated. “In-school” suspensions and suspensions from only one class are not reportable. Suspensions or expulsions from summer school programs will be reported for the site at which the summer school program was held.

3. A suspension or expulsion will be reported as occurring in the current fiscal year when the disciplinary action was taken in the current fiscal year. The fiscal year in which the actionable incident occurred is not relevant. For expulsions the date of the school board action is the relevant date.

For each school in the LEA, record the total number of students who have been found to be truant per Section 48260 of the *Education Code* for the current fiscal year. The LEA may find that the easiest way to find this total will be to report the number of truancy notices reported in the mandate cost process as having been sent to parents per Section 48260.5 of the *Education Code*.

Record the above statistics in the UMIRS data page of the Consolidated Application. If the LEA has received no Title IV funds for the current fiscal year or has used REAP authority flexibility for **100 percent** of Title IV funds and has used no Title IV carryover in the current fiscal year, only a part of the above information must be collected and reported. In the absence of Title IV funds, only expulsions for Section 48915 offenses and for Section 48900.3 (hate violence) must be reported. This data is used in the determination of whether a school is at risk of being designated “persistently dangerous” per Title IX.

Publicly report, as required by NCLB, the suspension, expulsion, and truancy rates that the UMIRS Data page will compute for you. The possible methods for accomplishing this reporting are listed below. Note that the rates calculated by UMIRS page include ***only suspensions and expulsions for violence and drugs***. In particular, actions are not included in the page’s violence and drug totals or in the violence and drug rates when the reported (most severe) offense is one of Section 48900(k, l, f, g, or i). Uniform Management Information and Reporting System requires the public reporting of suspension and expulsion rates for violence and drugs but does not require the reporting of other suspensions or expulsions.

## **Additional Information**

**When complete suspension data are not available.** If the school year of an LEA ends late in the fiscal year, all suspension data may not be available at the time that the Consolidated Application is due. (This timing should not be a problem for expulsion data, as expulsion actions are always “as of” a board meeting date.) When there is a suspension data availability problem, there are two alternatives for dealing with it:

1. Report the suspension data that are available as of the Consolidated Application due date, and update the Consolidated Application UMIRS page a few weeks later when complete data are available.
2. It is allowable to use a modified reporting period *for suspension and truancy data only*. For instance, rather than reporting for July 1 through June 30, it would be acceptable to report data from May 15 through May 14. The LEA has discretion in the choice of the time period of the modified reporting year.

**Public reporting methods.** There are many possible methods of complying with the NCLB requirement to publicly report suspension, expulsion, and truancy data. The primary criteria for meeting this requirement are that the information must be accessible to all, and a notice that the data are available must be widely disseminated. Simply posting information on a Web site is not sufficient, because many people do not have easy access to the Internet. Generally, multiple methods of dissemination are preferred. Below are a number of possible public reporting methods. The LEA has discretion in choosing the reporting methods to be used.

1. Including UMIRS data in the school accountability report card
2. Reporting the data at a public school board meeting
3. Sending newsletters to parents
4. Posting data at back-to-school nights
5. Publishing newspaper articles
6. Posting data on a Web site with notice of that fact published in newsletters
7. Posting the data at the school site and at LEA offices
8. Using several of the above methods in combination

**Choice of most severe offense.** Often, multiple code sections are cited for one suspension or expulsion action. To avoid multiple counts for one action, it is necessary to select one code section for use in the report. This code section should be for the most serious offense committed. Selecting the most serious offense is not always easy because circumstances vary greatly from incident to incident. For example, one incident could involve both theft of school property and the damage of school property by arson. These offenses involve two different *Education Code* sections, and a decision about which offense is more severe might differ from incident to incident, on the basis of which act caused the largest loss to the school. Because of variations, such as this example, it is not possible to create a severity-of-offense hierarchy that is correct in all circumstances. However, such a hierarchy is provided below to give schools a starting place for the decision. This hierarchy is from the Federal Bureau of Investigation's *Uniform Crime Reporting Handbook*. **The use of this hierarchy is not mandatory**, but it is hoped that it will be useful to the LEA as a reference point.

### Severity-of-Offense Hierarchy

1. Homicide	8. Sale or furnishing of drugs
2. Forcible rape	9. Possession of drugs for sale
3. Robbery/extortion	10. Possession/sale of alcohol
4. Assault with a deadly weapon	11. Use of drugs/alcohol
5. Battery	12. Possession of paraphernalia
6. Possession of a weapon	13. Destructive/explosive device
7. Sexual offenses (other than forcible rape)	(bomb threat included)

Note that hate crimes are not a separate item on the above list. If hate is found to be a motivating factor in any of the offenses above, it would be a factor that would increase the severity of the offense, thereby, possibly modifying the hierarchy.

It is suggested that, for ease of reporting next year, suspension and expulsion data collection systems be revised to include a field in which to record the most serious offense cited in the action.

- **Persistently dangerous schools.** As required by NCLB Title IX, the State Board of Education has established a policy for identifying schools that may be “persistently dangerous.” If a school has been so designated, students in the school must be allowed to transfer to a safe school under the provisions of the *Unsafe School Choice Option*. Details of these policies are available at <http://www.cde.ca.gov/ls/ss/se/usco.asp>.

The designation as persistently dangerous is made on the basis of rates of expulsions for the Education Code in the 48915 Sections and for hate crimes (*Education Code* Section 48900.3) as specified by the policies above. When, for the specified code sections, there are more than three expulsions and more than one expulsion per 100 students or fraction thereof in one year, a school will be designated as “at risk” of being persistently dangerous. The UMIRS page automatically computes, by using CBEDS enrollment data whether a school exceeds the threshold expulsion rate and reports that information at the bottom of the page. The page also reports whether the school was at risk in prior years. A school will be designated as persistently dangerous by the State Board of Education if it is at risk in three consecutive years. Note that if CBEDS enrollment data are unavailable, the LEA must enter accurate total enrollment for the fiscal year by using its own data.

## **Page 14: 2003–2004 Instructional Time and Staff Development Reform**

Only LEAs that certified to the CDE that they had developed and were operating a Peer Assistance and Review (PAR) Program by July 1, 2001, may apply for Instructional Time and Staff Development Reform funds. The only exceptions to that deadline are the newly established direct-funded charter schools since they automatically receive PAR funds as a part of their block grant.

Eligible classroom teachers are those who are employed by the LEA in positions requiring certifications and whose duties require them to provide direct instruction to students in LEA classrooms.

Participants will only be reimbursed in full-day increments; a *full day* is defined as the number of hours that constitute a full-time instructional workday.

No person should be included on more than one line; in other words, the participants included in the number of teachers who completed training for one day must be those who completed *only one day*. If a teacher completed two days, he or she should be included in the count of teachers who *completed training for two days*. If a teacher completed one and one-half days, he or she must be included only in the one-day count.



## Page 15: 2003-2004 NCLB Teacher and Paraprofessional Requirements

The completion of **Page 15** is needed to fulfill school, district, and state responsibilities under NCLB to report the following information:

- Percentage of core academic classes taught by teachers certified as meeting the NCLB teacher requirements
- Percentage of teachers of core academic classes who participated in high quality professional development
- Percentage of instructional paraprofessionals funded through Title 1, Part A who meet the NCLB paraprofessional requirements

### Section A. NCLB Compliant Teachers in October 2003

The *NCLB Teacher Requirements Resource Guide*, available on the CDE Web site at <http://www.cde.ca.gov/nclb/sr/tq/>, provides a comprehensive overview of the NCLB teacher requirements as defined by the State Board-approved California Code of Regulations, Title 5 (Appendix B of the guide). Careful review of the information in the guide and Title 5 will facilitate the accurate completion of this section.

**A.1.** Record the number of core academic elementary or secondary classes taught at the school in October 2003. Section 1.4 of the guide defines the core academic subject areas, and Section 4.3 provides step-by-step instructions on how to count the classes in these subject areas. The number of classes are to be reported separately for elementary and secondary (middle or high) schools; California Code of Regulations, Title 5, Subchapter 7, Article 1, Section 6100 specifies that “the local educational agency shall determine, based on curriculum taught by school site, or by each grade at the school site, if appropriate, whether a teacher is hired to teach elementary, middle or high school.”

**Elementary classes:** Enter the total number of elementary classes taught at the school in October 2003 as the first data entry on this line. A self-contained elementary class assignment is counted as one class. If no elementary classes are offered at the school, enter zero (0).

**Secondary classes:** Enter the total number of secondary (middle or high) classes taught at the school in October 2003 as the second data entry on this line. Count each class section as one class; five course sections in the same or different core academic areas count as five (5) classes. If no secondary classes are offered at the school, enter zero (0).

**A.2.** Record the number of these core academic elementary or secondary classes that were taught by teachers who would have been certified as meeting the NCLB teacher requirements for that grade span and subject area in October 2003. Section 1 and Section 3 of the *NCLB Teacher Requirements Resource Guide* provide guidance on determining whether teachers meet NCLB teacher requirements for the subject area classes they teach. Title V regulations presented in Appendix B of the *NCLB Teacher Requirements Resource Guide* delineate these requirements.

**Elementary classes:** In the first data entry space on line **A.2.**, enter the number of elementary core academic classes identified on line **A.1.** that were taught by teachers who met the NCLB teacher requirements. If zero (0) was entered on line **A.1.**, enter zero (0) here.

**Secondary classes:** In the second data entry space on line **A.2.**, enter the number of the secondary core academic classes identified on line **A.1.** that were taught by teachers who met the NCLB teacher requirements. If zero (0) was entered on line **A.1.**, enter zero (0) here.

**A.3. Baseline: Percentage of core academic subject classes taught by NCLB compliant teachers:** The school's 2003 baseline is calculated by adding the number of classes entered on line **A.2.** and dividing this total by the sum of the numbers entered on line **A.1.** The school's 2003 baseline on line **A.3.** will be automatically generated from the data entered in lines **A.1.** and **A.2.**

**A.4. Annual Measurable Objective (AMO): Minimum annual increase to achieve goal:**

One of the performance objectives of NCLB is that 100 percent of core academic classes will be taught by NCLB compliant teachers by the end of the school year 2005-06. The school's AMO for this objective is one-third of the difference between 100 percent and the school's 2003 baseline. The school's AMO on Line **A.4.** will be automatically generated from the data entered.

## **Section B. Teachers Participating in High-Quality Professional Development in 2003-2004**

*Note:* In this section, every teacher should be counted only once.

**B.5.** Record the number of teachers at the school teaching core academic classes in October 2003.

**B.6.** Record the number of teachers who participated in high-quality professional development during 2003-2004. The NCLB definition of high-quality professional development follows. Districts should review their professional development programs in light of this definition and record the number of teachers participating in those components of their professional development programs that are consistent with the following definition.

The NCLB Act of 2001, Title IX, Part A, Section 9101 defines professional development as follows:

(34) Professional Development – The term ‘professional development’—

(A) includes activities that

- (i) improve and increase teachers' knowledge of the academic subjects the teachers teach, and enable teachers to become highly qualified;
- (ii) are an integral part of broad schoolwide and districtwide educational improvement plans;

- (iii) give teachers, principals, and administrators the knowledge and skills to provide students with the opportunity to meet challenging State academic content standards and student academic achievement standards;
- (iv) improve classroom management skills;
- (v) (1) are high quality, sustained, intensive, and classroom-focused in order to have a positive and lasting impact on classroom instruction and the teacher's performance in the classroom; and  
(2) are not 1-day or short-term workshops or conferences;
- (vi) support the recruiting, hiring, and training of highly qualified teachers, including teachers who became highly qualified through State and local alternative routes to certification;
- (vii) advance teacher understanding of effective instructional strategies that are—
  - (I) based on scientifically based research (except that this subclause shall not apply to activities carried out under part D of Title II); and
  - (II) strategies for improving student academic achievement or substantially increasing the knowledge of teaching skills of teachers; and
- (viii) are aligned with and directly related to –
  - (I) State academic content standards, student academic achievement standards, and assessments; and
  - (II) The curricula and programs tied to the standards described in subclause (I) except that this subclause shall not apply to activities described in clauses (ii) and (iii) of section 2123 (3)(B);
- (ix) are developed with extensive participation of teachers, principals, parents, and administrators of schools to be served under this Act;
- (x) are designed to give teachers of limited English proficient children, and other teachers and instructional staff, the knowledge and skills to provide instruction and appropriate language and academic support services to those children, including the appropriate use of curricula and assessments;
- (xi) to the extent appropriate, provide training for teachers and principals in the use of technology so that technology and technology applications are effectively used in the classroom to improve teacher and learning in the curricula and core academic subjects in which the teachers teach;
- (xii) as a whole, are regularly evaluated for their impact on increased teacher effectiveness and improved student academic achievement, with the findings of the evaluations used to improve the quality of professional development;
- (xiii) provide instruction in methods of teaching children with special needs;
- (xiv) include instruction in ways that teachers, principals, pupil services personnel, and school administrators may work more effectively with parents; and

(B) may include activities that—

- (i) involve the forming of partnerships with institutions of higher education to establish school-based teacher training programs that provide prospective teachers and beginning teachers with an opportunity to work under the guidance of experienced teachers and college faculty
- (ii) create programs to enable paraprofessionals (assisting teachers employed by a local education agency receiving assistance under part A of title I) to obtain the education necessary for those paraprofessionals to become certified and licensed teachers; and
- (iii) provide follow-up training to teachers who have participated in activities described in subparagraph (A) or another clause of this subparagraph that are designed to ensure that the knowledge and skills learned by the teachers are implemented in the classroom.

**B.7. Baseline: Percentage of teachers participating in high-quality professional development:**

The school's 2003 baseline is calculated by dividing the number of teachers entered on line **B.6.** by the number of teachers entered on line **B.5.**

This baseline on line **B.7.** will be automatically generated from the data entered.

**B.8. Annual Measurable Objective (AMO): Minimum annual increase to achieve goal:**

A second NCLB objective is that 100 percent of teachers of core academic classes participate in high-quality professional development. The school's AMO for this objective is one-third of the difference between 100 percent and the school's baseline. The school's AMO for 2003-04 on line **B.8.** will be automatically generated from the data entered.

**Section C. NCLB Compliant Paraprofessionals in 2003-2004**

No Child Left Behind also specifies required qualifications for paraprofessionals who assist with instruction and are funded by Title I, Part A funds.

*Note:* Only *one* box in Section C can be checked.

If the school did not receive any Title I, Part A funds in 2003-2004, the first box of this section will be already marked and Section C is complete.

If the first box of this section is *not* marked, check either the second **or** third box of this section.

Check Box 2 if the school did not use any of its Title I, Part A funds to employ paraprofessionals to assist in instruction in 2003-2004. Section C is now complete.

Check Box 3 if the school did use Title I, Part A funds to employ paraprofessional to assist in instruction in either Title I targeted assistance programs *or* in schoolwide Title I programs in 2003-2004. If Box 3 is checked, lines **C.9.** and **C.10** must be completed.

**C.9.** Enter the number of paraprofessionals at the school who assisted with instruction in 2003-2004 and are funded by Title I, Part A funds. In schoolwide Title I programs, all instructional paraprofessionals, regardless of specific funding source, should be included.

**C.10.** Enter the number of these paraprofessionals who meet the following No Child Left Behind (ESEA) Title I, Section 1119 paraprofessional requirements:

All new paraprofessionals hired after January 8, 2002, must have

- (1) completed two years of study at an institution of higher education, or
- (2) obtained an associate's degree (or higher), or
- (3) met a rigorous standard of quality and be able to demonstrate, through a formal State or local academic assessment, knowledge of and the ability to assist in instructing reading, writing, and mathematics (or, as appropriate, reading readiness, writing readiness, and mathematics readiness).

Paraprofessionals hired before January 8, 2002, and supported by Title I funds must meet the above requirements by January 8, 2006.

**C.11. Baseline: Percentage of paraprofessionals who are NCLB compliant:** The school's 2003 baseline for paraprofessionals is calculated by dividing the number of paraprofessionals entered on line **C.10.** by the number of paraprofessionals entered on line **C.9.** Line **C.11.** will be automatically generated from the data entered on lines **C.9.** and **C.10.**

**C.12. Annual Measurable Objective (AMO): Minimum annual increase to achieve goal:** A third NCLB objective is that 100 percent of all instructional paraprofessionals in Title I programs shall meet NCLB paraprofessional requirements by January 2006. The school's AMO for this objective is one-third of the difference between 100 percent and the school's baseline. The school's 2003-2004 AMO on line **C.12.** will be automatically generated from the data entered.

## **Page 16: NCLB Prayer Certification Assurance**

**Page 16** is now included in the Consolidated Application to meet annual federal requirements specified in Section 9524 (b) of the No Child Left Behind Act regarding constitutionally protected prayer. This page is designed to meet the requirement and provide the written certification that the LEA has no policy that prevents or otherwise denies participation in constitutionally protected prayer in public elementary and secondary schools.

**Signature:** The certification page must be signed and dated by the superintendent or designated representative.

**Indicator:** Check the appropriate box indicating compliance or noncompliance with the requirement.

## **Contacts: Part I, 2004-2005 Consolidated Application**

**Contacts:** Contact information that has been previously submitted in the Consolidated Application has been carried forward to this current system. Please review the contact information and make any necessary changes. For each contact, each field must be completed except for the salutation, telephone extension, and fax number.

**To select a different contact, use the gray radio buttons near the top of the screen.**

To copy a contact for use in another program, take the following steps:

- Select the contact to be copied.
- Click the checkbox in the blue area toward the bottom of the page of the contact type to which the selected contact's information will be copied.
- Then click copy.

More than one program may be copied by clicking more than one checkbox. The letters next to the checkboxes correspond to the contact types as shown in the gray radio buttons. After copying a contact, select the "copied to" contact to make any necessary changes.

Contact pages provide the contact information for the superintendent; Consolidated Application; Title I, Part A and D, Neglected or Delinquent; Title I, Part A; Title II, Part A (Teacher Quality); Title III, Part A, (LEP Students); Title IV (SDFSC and TUPE); California Public School Library; Gun-Free; Homeless Liaison; Instructional Time and Staff Development Reform (ITSDR); Peer Assistance Review (PAR); Rural Education Achievement Program (REAP); School Safety Block Grant; Uniform Management Information and Reporting System (UMIRS).